

**K-12 Student Reporting Policy**

# **Inclusive Education Reporting Guide**



**Ministry of Education and Child Care**

**2024**



# K-12 Student Reporting Policy for Inclusive Education

This brief guide will provide educators with a summary of the key elements of the new [K-12 Student Reporting Policy \(2023\)](#), as it pertains to students with disabilities or diverse abilities. The guide includes links to resources, such as [the webinar series](#), where you can go to learn more.

The goal of communicating student learning is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning; and
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

The policy pertains to all learners in the B.C. education system. A student who is an English language learner, a student who is a French language learner in a Francophone program, **a student who has disabilities or diverse abilities (with or without an IEP)**, an adult learner, or a learner in an online learning program should receive regular communications of student learning in the same way as their peers in any other program and aligned with the school and/or districts' regular reporting periods.

British Columbia promotes an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their educational programs. Assessment and reporting practices must be inclusive of all students. Inclusive assessment practices allow students multiple opportunities to practice and demonstrate competencies, which are assessed through observations, conversations, and multi-modal demonstrations of learning.

## Policy Information

Reporting Requirement	Important Information	Inclusive Learning Information
<p><b>At least 5 communications of student learning</b></p> <ul style="list-style-type: none"> <li>• 2 informal</li> <li>• 3 written</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2 informal Learning Updates</b> may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, and written summaries</li> <li>• <b>2 written Learning Updates</b> in a printed or digital format</li> <li>• <b>1 written Summary of Learning</b> at the end of the school year or semester, in either a printed or digital format</li> </ul>	<ul style="list-style-type: none"> <li>• These requirements apply to <b>all</b> learners, including students with disabilities or diverse abilities (with or without an IEP).</li> </ul>
<p><b>Every written communication provides parents with information about how a student is doing in every area of learning they are currently studying</b></p>	<ul style="list-style-type: none"> <li>• The areas of learning students in <b>grades K-9</b> should be studying is outlined in the <a href="#">Required Areas of Learning in an Educational Program Order</a>.</li> <li>• The areas of learning students in <b>grades 10-12</b> should be studying is outlined in the <a href="#">Graduation Program Order</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• These requirements apply to <b>most</b> learners with disabilities or diverse abilities (with or without an IEP)</li> <li>• If the student receives additional support services, the teachers providing those services may wish to send information about the student's growth and needs at the same time as the Learning Updates. <u>However, this is not a formal reporting requirement.</u></li> </ul>
<p><b>Every written communication includes an assessment of the student's learning in relation to the Learning Standards of the curriculum</b></p>	<ul style="list-style-type: none"> <li>• <b>grades K-9:</b> The four-point <a href="#">Provincial Proficiency Scale</a> is used (Emerging, Developing, Proficient, and Extending.)</li> <li>• <b>grades 10-12:</b> Letter grades and percentages as outlined in the <a href="#">Letter Grades Order</a>.</li> </ul> <p><b>Note:</b> in select instances, the letter grades "F", "IE", "W", and "SG" can be used in grades K-12.</p>	<ul style="list-style-type: none"> <li>• These requirements apply to <b>most</b> learners with disabilities or diverse abilities (with or without an IEP).</li> <li>• In very rare circumstances students will be working on their IEP goals, and not the Learning Standards of the curriculum. In these rare instances:                             <ul style="list-style-type: none"> <li>• They <u>do</u> need to receive descriptive feedback.</li> <li>• They <u>do not</u> need a scale indicator or letter grade and percentages unless it is decided otherwise.</li> <li>• If they do receive a scale indicator or letter grade, the written Learning Update <u>needs to</u> specify it is in relation to their IEP goals.</li> </ul> </li> </ul>
<p><b>Every written communication of student learning includes descriptive feedback</b></p>	<p>In <b>grades K-12</b>, students will receive descriptive feedback on all areas of learning they are currently studying. These comments:</p> <ul style="list-style-type: none"> <li>• should focus on student strengths and areas for further growth</li> <li>• should be concise (bullets are okay) and in parent/caregiver-friendly language</li> <li>• should not summarize lesson plans or the Learning Standards of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• This requirement applies to <b>all</b> learners, including students with disabilities or diverse abilities (with or without an IEP).</li> </ul>
<p><b>Every written communication will include information about behaviour and attendance</b></p>	<p>In <b>grades K-12</b> reporting on student behavior will be achieved through a combination of student self-reflection of the Core Competencies, goal setting, and descriptive feedback. Attendance can be communicated with an autogenerated number.</p> <ul style="list-style-type: none"> <li>• Student behaviour and attendance are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum.</li> <li>• Student behaviour or attendance should not directly contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for participation).</li> </ul>	<ul style="list-style-type: none"> <li>• This requirement applies to <b>all</b> learners, including students with disabilities or diverse abilities (with or without an IEP).</li> </ul>

# Policy Information Continued

Reporting Requirement	Important Information	Inclusive Learning Information
<b>Every written communication includes student-generated content in the form of a self-reflection of Core Competencies and goal-setting</b>	<b>In grades K-12</b> , the format and process of self-reflection and goal setting are determined either at the district or school level. While they need to be accessible to parents and caregivers, they do not need to be physically attached to a printed report card or uploaded to a digital report. If provided in a format other than a report card, parents and caregivers need to be told how to access it.	<ul style="list-style-type: none"> <li>These requirements apply to <b>most</b> learners with disabilities or diverse abilities (with or without an IEP) as most of these students are capable of developmentally-appropriate self-reflection and goal setting.</li> <li>It is important to note that this self-reflection of Core Competencies and goal setting component can take various forms.</li> <li>All students in a class and/or school community do not have to have self-reflection and goal setting components that look the same.</li> <li>This component should be meaningful to each student and can be personalized to the student's needs and abilities.</li> </ul>
<b>Students with disabilities and diverse abilities</b>	<p>If a student has an IEP but is being assessed in relation to the Learning Standards their reports will look the same as their peers. However, there will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum. In these instances:</p> <ul style="list-style-type: none"> <li>written communications do not need to include a scale indicator or letter grade and percentage unless it is decided otherwise</li> <li>descriptive feedback on their strengths and areas of growth is required</li> <li>if a scale indicator or letter grade is used, the report must state that marks are in relation to the individualized goals in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>These requirements apply to <b>very few</b> students with disabilities or diverse abilities (with or without an IEP).</li> <li>There is <u>no requirement</u> to report on IEP goals for students who are assessed and evaluated in relation to the Learning Standards of the curriculum.</li> <li>The specialized reporting requirements are for the rare students who are working on a fully modified program and/or working toward a School Leaving Certificate (Evergreen).</li> <li>As outlined in the <a href="#">Required Areas of Learning in an Educational Program Order</a>, these students may in select circumstances also be exempt from the second language requirement if appropriate.</li> <li>Due to the modified and personalized nature of the student's program, the course titles and codes they are enrolled in may also vary.</li> <li>However, similar to their peers, they will still be provided information on each area they are currently studying, whether it is an area of learning from the curriculum or a specialized course.</li> </ul>
<b>English Language Learners and French Language Learners</b>	<p>Where the student's language proficiency is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum for a specific area of learning, the written communications:</p> <ul style="list-style-type: none"> <li>must contain descriptive feedback on their strengths and areas of growth</li> <li>does not need a scale indicator or letter grade and percentage until such a time as the student's language abilities allow them to demonstrate their learning in relation to the Learning Standards of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>This requirement applies to <b>all</b> learners, including students with disabilities or diverse abilities (with or without an IEP) who are <u>also</u> English Language Learners or French Language Learners.</li> </ul>
<b>Graduation Status Update</b>	<p>On the last report of the year in <b>grades 10-12</b>, the graduation status update provides a snapshot of a student's progress towards obtaining the credits and graduation assessments needed for graduation based on their graduation or school completion path (e.g., Dogwood, Dual Dogwood, Adult Dogwood, Evergreen, etc.). The graduation status update does not replace an official transcript.</p>	<ul style="list-style-type: none"> <li>This requirement applies to <b>all</b> learners, including students with a disability and/or diverse abilities (with or without an IEP).</li> <li>The report can be autogenerated through MyEducationBC and includes versions for students working toward a School Completion Certificate and Adult Dogwood credential.</li> <li>This document will also notify parents and caregivers if their child is not progressing towards a Dogwood Diploma. However, parents and caregivers should not be caught off guard by this information, as they should have been involved in the decision-making process to decide if a School Completion Certificate and Adult Dogwood credential was right for their child.</li> </ul>

## Inclusive Assessment

There are a variety of supports a teacher can elect to use to ensure that their assessment practices are inclusive of all students. Differentiated assessment supports are design practices that offer students choice in the way they express, represent, or engage with their learning. These supports affect the why of learning (engagement), recognize the what of learning (representation), and support the how of learning (action and expression).

- All** students are eligible to receive universal assessment supports to support their learning – not just students with disabilities and diverse abilities, or those with an Individual Education Plan (IEP).
- Some** students may require more targeted assessment supports – again, not just students with an IEP. It is important to note that targeted assessment supports include the use of universal supports as well.
- Few** students will require specific assessment supports to support their learning. Typically, this includes students with complex needs who have moderate or profound intellectual disabilities.

More information on assessment supports can be found starting on page 13 of the [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#).

# Frequently Asked Questions

## **If a student has an Individual Education Plan (IEP), how will this affect their report card?**

If a student has disabilities or diverse abilities, the student will receive their report card at the same time as their peers.

## **If a student has an IEP, are they automatically assessed as Emerging or Developing or at a lower letter grade and percentage?**

No. A student with an IEP or student learning plan should not be assessed automatically as “Emerging,” “Developing” or at a lower letter grade and percentage because they use supports to further their learning. If, with the supports, the student is demonstrating learning in relation to the Learning Standards, they should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not necessarily mean they are not adequately meeting the Learning Standards.

## **Do I need to report on a student's IEP goals?**

Unless local reporting practice requires it, there is no requirement to report on IEP goals for students who are being assessed in relation to the Learning Standards of the curriculum. However, there will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated in relation to the individualized learning goals outlined in their IEP, and not the Learning Standards of the curriculum. Report cards for these students will include descriptive feedback explaining where a child is at in relation to their IEP goals, and where they can continue to grow. A scale indicator or letter grade and percentage is not required and may not be appropriate. However, if it is decided that a scale indicator or letter grade and percentage is going to be used, the written Learning Update must include a statement that the scale indicator or letter grade and percentage is in relation to the student's IEP goals and not the Learning Standards of the curriculum.

## **What do written Learning Updates look like for students who use adaptations?**

Adaptations are described by the Special Education Services: A Manual of Policies, Procedures and Guidelines as: “Teaching and assessment strategies especially designed to accommodate a student's needs so [they] can achieve the Learning Standards of the subject or course and to demonstrate proficiency of concepts.” All students are entitled to use supports to access and demonstrate their learning, with or without an IEP. Using supports to access and demonstrate your learning does not change the way written Learning Updates look. Students who use adaptations/supports will receive a written Learning Update in the same format, and on the same schedule as their peers.

## **What do written Learning Updates look like for students on a modified program?**

A modified program is described by the [Special Education Services: A Manual of Policies, Procedures, and Guidelines](#) as one where: “Instructional and assessment-related decisions are made to address a student's educational needs that consist of individualized learning goals as opposed to provincial [Learning Standards].” If a student is on a modified program, they are assessed in relation to the goals and objectives established in their Individual Education Plan (IEP). This process is laid out on page 20 of the [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#).

Students will receive a written Learning Update at the same time as their peers. Written Learning Updates for these students will include descriptive feedback explaining where a student is at in relation to their IEP goals, and where they can continue to grow. A scale indicator or letter grade and percentage is not required and may not be appropriate. However, if it is decided that a scale indicator or letter grade and percentage is going to be used, the written Learning Update must include a statement that the scale indicator or letter grade and percentage is in relation to the student's IEP goals and not the Learning Standards of the curriculum. It is important to note that students with significant cognitive disabilities or diverse abilities may still be able to achieve the Learning Standards of the curriculum in specific learning areas (e.g., Social Studies, Arts Education, ADST, etc.), and they should still be provided with a scale indicator or letter grade and percentage in these learning areas.

Modified programming is rare, and these are students who are not working toward graduation.

## **What if a student is on a School Completion Certificate (also known as an Evergreen certificate)?**

There will be rare occasions where a student with disabilities or diverse abilities is unable to complete the requirements of a graduation program due to their disabilities or diverse abilities and is working on a [School Completion Certificate](#) (Evergreen Certificate), not a Certification of Graduation (Dogwood Diploma). These students would be on what some schools/districts call a ‘modified program’, and follow the same guidance provided in the question above.

These students are still taught in connection with the learning standards of the curriculum, but they are assessed and evaluated in relation to the individualized learning goals outlined in their IEP. They will receive communications of student learning in the same format and on the same schedule as all other students in their learning community. Written Learning Updates and the Summary of Learning should note when a student is working toward a School Completion Certificate and is being assessed and evaluated in relation to the individualized learning goals outlined in their IEP. Students will also receive a graduation status update that is specific to their School Completion Certificate.

It is important to note that students with disabilities or diverse abilities may still be able to work toward the Learning Standards of the curriculum in specific learning areas (e.g., Social Studies, Arts Education, ADST, etc.), and they should still be provided with a scale indicator or letter grade and percentage in these learning areas.

## **What occurs if I submit an empty mark field to the Ministry during my data submission?**

The Ministry systems will generate an error report if a blank mark is submitted. However, this does not indicate that your data submission has failed or that there is an issue. It simply signifies that neither a passing nor failing mark was provided for the student, which is suitable in this context.

## **How can I prevent students on a School Completion Certificate from receiving credit for courses when submitting data to the Ministry?**

For these students, schools must [designate 'SCCP' as the Primary Program of Study](#) when submitting their data to the Ministry. This ensures that students are on the appropriate certificate path.

However, if recording letter grades on a student's permanent record card, it is crucial to indicate that the marks are related to IEP goals, rather than the Learning Standards. This ensures accurate communication of information in case students transfer schools or districts.



BRITISH  
COLUMBIA

## Contact



Email  
[student.reporting@gov.bc.ca](mailto:student.reporting@gov.bc.ca)



Website  
<https://curriculum.gov.bc.ca/>